DOCUMENT RESUME

ED 321 832 JC 900 433

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TITLE An Evaluation of the Employee Development Activities at Paradise Valley Community College.
PUB DATE Jul 90
NOTE 86p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Community Colleges; *Employee Attitudes; Employer Employee Relationship; *Faculty Development; Literature Reviews; Management Development; Organizational Development; Participative Decision Making; *Program Effectiveness; Program Evaluation; Questionnaires; Response Rates (Questionnaires); School Surveys; *Staff Development; Two Year Colleges
IDENTIFIERS *Paradise Valley Community College AZ

ABSTRACT

In 1990, a study was conducted to holistically evaluate the activities of the Employee Development Program at Paradise Valley Community College (PVCC) and to determine if employee groups differed significantly in their evaluations of the effectiveness of the activities. Of the 114 full- and part-time board-approved employees of PVCC, 86 (75%) returned questionnaires. Four employee groups were represented in the survey respondents: residential faculty (RFP); management, administrative, and technical personnel (MATP); professional staff (PSA); and maintenance and operations (M&O), which included Crafts employees. Overall, the employees rated their participation in employee development activities as effective in aiding them to achieve the goals of the program. The M&O group rated the overall effectiveness of the activities significantly lower than did the other three employee groups. In addition, the M&O group rated the activities designed to help them meet three of the program's four goals significantly lower than did the three other groups. Based on results of the study, several recommendations were proposed to improve the employee development program. Given the negative responses and low response rate (23%) of the M&O group, the recommendations were made to invite an M&O employee to serve on the Employee Development Committee and to conduct a follow-up study to determine more accurately how these employees perceive the effectiveness of the program. Appendixes provide the questionnaire, its attendant memorandum and data sheet, and employee responses to two survey questions. (Author/JMC)

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AN EVALUATION OF THE EMPLOYEE DEVELOPMENT ACTIVITIES AT PARADISE VALLEY COMMUNITY COLLEGE

Applied Educational Research and Evaluation

by

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A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

July, 1990

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ABSTRACT

The purpose of this study was to evaluate wholistically the activities of the Employee Development Program at Paradise Valley Community College and to determine if employee groups differed significantly in their evaluations of the effectiveness of the activities. To this end, 114 full-time and part-time Maricopa Community College District Governing Board Approved employees of Paradise Valley Community College were surveyed. Of the 114 employees surveyed, 86 employees returned questionnaires (75.44 percent).

On the average, all employees rated their participation in employee development activities as effective overall in aiding them to achieve the goals of the Employee Development Program. In order to determine if the members of the four employee groups surveyed differed significantly in their overall mean effectiveness ratings of the activities, a one-way ANOVA was computed between the overall mean effectiveness ratings of all the activities and the four employee groups. Since the F of 6.60 was significant at $p < .05$, Scheffe tests for groups with significant differences was computed. The Crafts & M&O employee group rated the overall effectiveness of the activities significantly lower than did the RFP, MAPT, and PSA employee groups.

An overall mean for each employee group was obtained for activities designated under each of the four goals of the Employee Development Program. In order to determine if the members of the four employee groups surveyed differed significantly in their mean ratings of the activities designed under each of the four goals, four one-way ANOVA tests were used. The overall f-ratios for goal number one ($F = 5.84$), goal number three ($F = 6.10$), and goal number four ($F = 6.06$) were significant at $p < .05$. Scheffe tests revealed that the Crafts & M&O employee group rated the activities designed to help them meet goals one, three, and four significantly lower than did the RFP, MAPT, and PSA employee groups. For goal number two, the overall

$F = 2.52$ was not significant. There were no significant differences among the four employee groups' ratings for activities designated under goal number two ($F = 2.52$).

Based on an analysis of the results of this study, several recommendations were proposed in an effort to improve the Employee Development Program at the college. Problem areas were identified, recommendations were proposed for the revision of some activities and the addition of activities, and follow-up studies were recommended with the goal of adding new activities. Given the low return rate of questionnaires from the Crafts & M&O employee group (23.08 percent), the recommendation was made to conduct a follow-up study to determine more accurately how the Crafts & M&O employees perceive the effectiveness of the activities of the Employee Development Program and to gain their suggestions for new activities.

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INTRODUCTION

Effective employee development programs are characteristic of well-run institutions of higher education (Roueche and Baker, 1983). Yet, it is important that employees' participation in employee development activities do, in fact, result in the personal and professional development of the participants. If not, employees will resent administrators who espouse lofty employee development goals but do not put them into practice (Jaffe and Scott, 1988). Paradise Valley Community College's Employee Development Program is designed to "foster personal and professional development among all college employees" (Employee Development: A Statement of Philosophy brochure (n.d.:1). The four goals of the Employee Development Program at Paradise Valley Community College as stated in the Employee Development: A Statement of Philosophy brochure (n.d.:3) are as follows:

1. To give employees an opportunity to understand the mission of the institution and their role.

2. To help employees improve their job performance in terms of effectiveness, efficiency, and personal satisfaction.

3. To provide employees opportunities for professional and personal development.

4. To recognize and reward employees for their personal and professional contributions to the institution on a regular and continuing basis.

Nature of the Problem

Personnel of Paradise Valley Comunity College have developed activities designed to provide the participants with a means for achieving one or more of the four goals of the Employee Development Program. However, an assessment has never been conducted to determine whether employees' participation in these activities is effective in helping them to meet these goals.

Miller (1986:425) contends that institutional assessment is important to maintaining institutional quality and suggests: "A determination of how well the goals of the specific area assessed are being met should be made. The appropriate instruments and techniques must be selected and administered to the constituencies involved." Given these realities, the following problem was studied: Administrators at Paradise Valley Community College have not evaluated the effectiveness of the Employee Development Program.

Purpose of the Study

The Employee Development Committee at Paradise Valley Community College is made up of representatives of three of the five employee groups represented on campus RFP--Residential Faculty (four representatives), MATP--Management/Administrative/Technical Personnel (five representatives), and PSA--Professional Staff (two representatives). The Crafts employee group and the M&O--Maintenance and Operations employee group are not represented on the committee. At a meeting of the Employee Development Committee chaired by the President of Paradise Valley Community College, the members discussed the need to evaluate employees' participation in employee development activities. The committee members were concerned as to whether employees' participation in the activities lead to the achievement of the goals of the Employee Development Program. Members of the Employee Development Committee reported that they had been approached by various employees who questioned whether their participation in certain employee development activities aided them in becoming more effective personally and professionally. In order to gather empirical data more systematically regarding this problem, the committee members developed an extensive questionnaire that would measure whether employees found that their participation in employee development activities effectively enhanced their personal and professional development (Cristiano, 1990) (Appendix A). In addition, the committee members designed a cover letter to accompany the questionnaire

(Appendix B). Lastly, in order to reorient employees to the goals and activities designed to meet the goals of the Employee Development Program, informational meetings were held with employees. At these meetings, employees were informed that the Employee Development Committee members would be eventually inviting them to complete anonymously a questionnaire. In addition, employees were informed that the questionnaire was designed to evaluate how effectively their participation in the activities of the Employee Development Program helped them to achieve one or more of the employee development goals.

To evaluate the employee development activities at the college, the questionnaire was administered to college personnel in order to:

1. Determine if employees perceived that their participation in employee development activities was effective in aiding them to achieve the employee development goal or goals for which the activities were designed.

2. Determine if the members of the four major employee groups (RFP--Residential Faculty, MATP--Management/Administrative/Technical Personnel, M&O--Maintenance and Operations, and PSA--Professional Staff) significantly differ regarding their assessments of the activities of the Employee Development Program. (Since the college employs only one person who belongs to the Crafts employee group, the Crafts employee group was grouped with the M&O--Maintenance and Operations employee group).

3. Determine which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal.

4. Determine if the members of the four major employee groups (RFP--Residential Faculty, MATP--Management/Administrative/Technical Personnel, M&O--Maintenance and Operations, and PSA--Professional Staff) significantly differ regarding their assessments of which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal. (Since the college employs only one person who belongs to the

Crafts employee group, the Crafts employee group was grouped with the M&O--Maintenance and Operations employee group).

5. Determine the percent of employee participation in each of the employee development activities.

6. Gain suggestions for new employee development activities that would potentially result in the personal and professional development of the participants.

7. Elicit feedback regarding the design and the administration of the questionnaire.

Based on the analysis of the data generated from the questionnaire, the Employee Development Committee members were provided with a wholistic assessment of the effectiveness of the activities of the Employee Development Program. Based on this assessment, problem areas were identified, recommendations were proposed for the revision of some activities and the addition of activities, and follow-up studies were recommended with the goal of adding new activities.

BACKGROUND AND SIGNIFICANCE

The evaluation of the activities of the Employee Development Program was an important step in operationalizing Strategic Planning Goal Number Three of Paradise Valley Community College: "Strengthen Paradise Valley Community College's Employee Development Program" (Maricopa Community Colleges Strategic Plan Summary FY 1990-91, n.d.). As a result of this study, personnel of Paradise Valley Community College were given a voice in the evaluation and subsequent recommendations for improvement of the Employment Development Program.

Review of the Literature

Several references in the literature regarding the importance of developing, implementing, and evaluating Employee Development Programs were reviewed. When participation in

employee development activities aids personnel to become more effective personally and professionally, this participation contributes to the effective functioning of institutions of higher education (Roueche and Baker, 1983). Peters (1987) suggests that successful institutions have activities in place that aid participants in the achievement of employee development objectives. Peters (1987:386) writes that "we must invest in human capital as much as in hardware." Similarly, Craven (1986:452) quoting from a speech presented by C. R. Pace titled "Thoughts on Evaluation in Higher Education" writes:

> A college or university is a habitat, a society, a community, an environment, an ecosystem. It should be judged by the quality of life that it fosters, the opportunities for experience and exploration it provides, the concern for growth, for enrichment, and for culture that it exemplifies. The question is not just "what does your machine produce?" but also "how does your garden grow?"

Hekimian (1984:2) suggests that "one of the requirements of a profession is that its members continue to grow in order that their clients receive the best skills and knowledge available to them."

The goals of the Employee Development Program at Paradise Valley Community College have been documented to be the goals of well-run institutions (Peters and Waterman, 1982). However, the Employee Development Program has never been systematically evaluated. Miller (1986:425) writes:

> Institutional evaluation should use objective data where available and purposeful. . . . The absence of objective data should stimulate those responsible for institutional evaluation to devise their own survey instruments, guidelines, and checklists or to use systematically treated judgment as bases for decision making.

Those who are expected to participate in institutional programs should be involved in their development and in their subsequent evaluation (Clagett, 1980; Naisbitt, 1982; Roueche and Baker, 1983). Schuster (1989:70), writing about faculty development programs, states that "the faculty itself must be involved in any effort to create, expand, or evaluate faculty development activities." Similarly, Locke (1985:3) contends that "the active participation of

teachers in all aspects of inservice programs is seen as vital for the success of those programs." Bradford and Cohen (1984:184-185) write:

> The rule of thumb is to have greater involvement when subordinates have crucial information or abilities and a quality solution is needed. . . . The question is whether you want excellent performance. Groups (and individuals) can't achieve that standard if they don't address issues of significance and work through them together.

Lastly, Hekimian (1984:38) suggests that "the meaningful involvement of staff in the evaluation process promotes a sense of trust, awareness, and commitment."

Fink and Kosecoff (1985:15) write that questionnaires "can be used to make policy or plan and evaluate programs and conduct research when the information you need should come directly from people." In addition, Isaac and Michael (1981:130) write that the advantages of using questionnaires in educational research are that they are "inexpensive; wide-ranging; can be well designed, simple and clear; are self-administering; and can be made anonymous." Moreover, Fink and Kosecoff (1985:20) conclude that "valid and reliable information is obtained by using the most rigorous methods available."

When discussing guidelines for institutional evaluation, Miller (1986:425) writes: "A clear definition of the goals of the assessment, as distinct from the goals of the specific area being assessed, should be made. The main focus of assessment should be on evaluation of educational quality as measured by goal-oriented outcomes." Lenning (1986) suggests that when deciding on the goals of the assessment of a program, an initial wholistic evaluation can generate data regarding the overall success of a program. By conducting a broad analysis of the program, the researchers can identify problems with the program that need to be researched in more depth.

Based on an analysis of the literature regarding the evaluation of Employee Development Programs, the goals of this study were developed. The Employee Development Committee members recognized the importance of evaluating the effectiveness of the Employee Development

Program. Based on this recognition, the committee members decided to conduct a wholistic assessment of the Employee Development Program to determine whether employee's participation in Employee Development Activities was effective in helping them to achieve the four goals of the Employee Development Program. Futhermore, the study was conducted to generate new activities to be added to the Employee Development Program. The Employee Development Committee members also recognized the importance of involving college personnel in the evaluation and subsequent revision of the Employee Development Program. Therefore, a questionnaire was administered to college personnel as a means of soliciting their feedback and as a means of gathering data for the analysis of the effectiveness of the program. Based on the analysis of the data generated from the questionnaire, recommendations were proposed for improving the Employee Development Program and for conducting more in-depth studies regarding certain components of the program.

Relationship to Seminar

The successful achievement of the goals of the Employee Development Program is important in achieving the mission of Paradise Valley Community College. Since this study involved the evaluation of an educational program through the administration and analysis of a questionnaire, this study was related to the principles presented in the Applied Educational Research and Evaluation Seminar. In summary, the purpose of this study was to administer and analyze a questionnaire designed to evaluate wholistically the effectiveness of employee's participation in the activities of the Employee Development Program at Paradise Valley Community College. Based on this analysis, recommendations for the improvement of the Employee Development Program were proposed.

PROCEDURES

In order to administer and analyze the questionnaire and to make recommendations regarding the improvement of the activities of the Employee Development Program, procedures for the collection of data and the treatment of data were developed and implemented. In addition, hypotheses were developed and tested.

Collection of Data

The following procedures for the dissemination of the questionnaires and the collection of the completed questionnaires were followed:

1. For the purposes of this study, the Employee Development Committee members chose the population to be all full-time and part-time Maricopa Community College District Governing Board approved employees of Paradise Valley Community College. The representative sample chosen was all full-time and part-time Maricopa Community College District Governing Board approved personnel employed at Paradise Valley Community College during the fall semester of 1989.

2. The Employee Development Committee members personally invited employees to participate in the survey. This procedure allowed the committee members to reiterate the purposes of the questionnaire, to clarify that the questionnaire was to be filled out anonymously, and to explain the directions for filling out the questionnaire. In addition, this allowed the committee members to explain that the questionnaire should be returned to the project director through campus mail and to inform that a summary of the findings from the survey would be made available to all employees. Since the Crafts and M&O--Maintenance and Operations personnel work different shifts than do the Employee Development Committee

members, the supervisor of these personnel served in the place of an Employee Development Committee member.

3. Two weeks before the dissemination of the questionnaire, a notice appeared in the college bulletin announcing the purposes of the survey, the date that it would be disseminated, and a promise that the results of the questionnaire would be made available to all employees.

4. One week before the dissemination of the questionnaire, the President of Paradise Valley Community College sent an electronic message to all employees. The message reiterated the purposes of the survey, included an announcement regarding the date of dissemination of the questionnaire, included a promise to make available a summary of the findings from the survey, and extended a personal invitation to participate. Those employees who did not receive electronic messages were sent a paper copy of the message.

5. Employees were given a deadline of one week to return the survey. One working day after the deadline, the President of Paradise Valley Community College sent an electronic message to all employees. The message announced that it was still possible to return the questionnaire through campus mail to the project director, and if anyone needed a copy of the questionnaire, a copy could be picked up at the information desk in the Student and Community Services building. Those employees who did not receive electronic messages were sent a paper copy of the message.

Treatment of Data

Research Hypotheses

The questionnaire was administered to generate data that would allow for an analysis of differences among the four major employee groups at the college in terms of perceived effectiveness of the activities of the Employee Development Program. Five research

hypotheses were developed to address this concern. The five research hypotheses are stated as follows:

1. Hypothesis One: There are significant differences in the overall mean effectiveness ratings of the activities of the Employee Development Program among the four major employee groups at Paradise Valley Community College.

2. Hypothesis Two: There are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number one of the Employee Development Program among the four major employee groups at Paradise Valley Community College.

3. Hypothesis Three: There are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number two of the Employee Development Program among the four major employee groups at Paradise Valley Community College.

4. Hypothesis Four: There are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number three of the Employee Development Program among the four major employee groups at Paradise Valley Community College.

5. Hypothesis Five: There are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number four of the Employee Development Program among the four major employee groups at Paradise Valley Community College.

The questionnaire was also administered to generate data that would allow for an analysis of differences among the four major employee groups at the college in terms of which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal. Research hypothesis number six was developed to address this concern and is stated as follows: There are significant differences in the assessments of which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal among the four major employee groups at Paradise Valley Community College.

Statistical Methods

The following descriptive statistics were used to analyze the empirical data generated from questionnaire items two through forty-four:

1. Number and rate of return of the questionnaires for all employee groups.
2. Number and rate of return of the questionnaires per employee group.
3. Mean, mode, standard deviation, and variance for each activity for all employee groups.
4. Mean, mode, standard deviation, and variance for each activity per employee group.
5. Overall mean, standard deviation, and variance for all activities for all employee groups.
6. Overall mean, standard deviation, and variance for all activities per employee group.
7. Mean, standard deviation, and variance for activities designated under each of the four goals for all employee groups.
8. Mean, standard deviation, and variance for activities designated under each of the four goals per employee group.
9. Number of respondents and percent of respondents rating each activity for all employee groups.
10. Number of respondents and percent of respondents rating each activity per employee group.

The following descriptive statistics were used to analyze the data generated from questionnaire item forty-five:

1. Number of responses for each of the four goals for all employee groups.
2. Number of responses for each of the four goals per employee group.
3. Percent of responses for each of the four goals for all employee groups.
4. Percent of responses for each of the four goals per employee group.

If investigators are interested in testing for significant differences among the means of two or more groups, "the statistical technique known as the analysis of variance (ANOVA) is used to

determine whether the differences among two or more means are greater than would be expected by chance alone. ANOVA employs the *F*-test, which is the ratio of two independent variance estimates" (Hopkins and Glass, 1978:332-336). Isaac and Michael (1981:182) write:

> Analysis of variance . . . answers the question, Is the variability between groups large enough in comparison with the variability within groups to justify the inference that the means of the populations from which the different groups were sampled are not all the same? In other words, if the variability between groups means is large enough, we can conclude they probably come from different populations and that there is a statistically significant difference present in the data.

Moreover, Isaac and Michael (1981:182) concluded:

> While the analysis of variance is the first step in the analysis of these more complex designs, it is only a preliminary and exploratory tool. If a significant *F*-ratio is obtained, the researcher only knows that somewhere in his data something other than chance is probably operating. He next must attempt to isolate the presence, nature, and extent of this non-chance influence.

Kerlinger (1973:236) concurs when he writes:

> In analysis of variance, an overall *F* test, if significant, simply indicates that there are significant differences somewhere in the data. Inspection of the means can tell one, though imprecisely, which differences are important. To test hypotheses, however, more or less controlled and precise statistical tests are needed.

In order to determine where the significant differences are, researchers must use a post hoc test. Kerlinger (1973:235) advocates the use of the Scheffe test:

> The Scheffe test, if used with discretion, is a general method that can be applied to all comparisons of means after an analysis of variance. If and only if the *F* test is significant, one can test all the differences between the means; one can test the combined mean of two or more groups against the mean of one other group; or one can select any combination of means against any other combination.

Based on this review of literature regarding the testing for significant differences among the means of two or more groups, decisions were made regarding the testing of the five hypotheses regarding significant differences in the effectiveness ratings of the activities of the Employee Development Program among the four major employee groups at the college. The five hypotheses were tested by using five one-way ANOVA tests. In these cases, there was one

dependent variable (effectiveness rating) and four independent variables (the four major employee groups). If the *F* tests were significant at the .05 level, the Scheffe post hoc test was employed to discern where the differences were.

If investigators, using ranked data, are interested in testing for significant differences among two or more groups, a one-way analysis of variance (Kruskal-Wallis Test) is employed. Kerlinger (1973:290) writes: "There are . . . research situations in which the only form of measurement possible is rank order, or ordinal measurement. The Kruskal and Wallis test is most useful in such situations." Therefore, in order to test hypothesis six that there are significant differences in the assessments of which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal among the four major employee groups at Paradise Valley Community College, the Kruskal Wallis one-way ANOVA by Ranks test was employed to test for significance at the .05 level. In this case, there was one dependent variable (rank order of the four goals) and four independent variables (the four major employee groups).

The General Purpose Data Sheet I form number 19543 (General Purpose Data Sheet I, 1990) (Appendix C) is the form that employees used to record their responses to the questionnaire items. When the completed questionnaires were received, they were numbered consecutively. The data sheets were scanned into an ASCII computer data file using the National Computer Systems Sentry 3000 optical scanning machine owned by Paradise Valley Community College. After scanning, the data sheets were compared to the computer file to ensure accuracy of the scanning process. The data was downloaded from the ASCII computer data file into an ABstat version 6.02 computer software statistical program (ABstat, 1989). The ABstat version 6.02 computer software statistical program (ABstat, 1989) was then used to analyze the data generated from the administration of the questionnaire.

If a questionnaire contains open-ended questions, a method for analyzing the responses must be chosen. "Content analysis is an objective and quantitative method for assigning types of verbal and other data to categories" (Kerlinger,1973:417). Kerlinger (1973:528) suggests that the first step in conducting a content analysis is "to define *U*, the universe of content that is to be analyzed. Categorization, or the partitioning of *U*, is perhaps the most important part of content analysis, because it is a direct reflection of the theory and the problem of a study. It spells out, in effect, the variables of the hypotheses." Futhermore, Kerlinger (1973:530), when discussing the assignment of numbers to the objects of a content analysis, suggests that the most common method is to "count the number of objects in each category after assigning each object to its proper category." According to Kerlinger (1973:530) certain conditions need to be met before quantification is worthwhile or justified:

> (1) to count carefully (or otherwise quantify) when the materials to be analyzed are representative, and (2) to count carefully when the category items appear in the materials in sufficient numbers to justify counting (or otherwise quantifying). The reason for both conditions is obvious: if the materials are not representative or if the category items are relatively infrequent, generalization from statistics calculated from them is unwarranted.

Finally, when discussing the analysis of data resulting from both closed-ended and open-ended questionnaire items, Lenning (1986:283) suggests that the analyses used must be "understandable and meaningful to those who will use the information coming out of the analyses." Based on this review of the literature concerning content analysis, the following procedures for reporting and analyzing written responses generated from questionnaire items forty-six and forty-seven were followed:

1. The responses were recorded verbatim and categorized per employee group.

2. The responses were analyzed for recurrent themes. A theme was considered to be recurrent when three or more items reflecting the same issue were identified. Recurrent themes were recorded in a table that indicates the number of responses representing the

particular themes. The table also indicates the employee group or employee groups from which the responses came.

Limitations and Assumptions

Generalizations from the data generated from the questionnaire could be limited if some employees who participated in the survey were unfamiliar with some of the activities of the Employee Development Program. Therefore, the assumption was made that all full-time and part-time Maricopa County Community College District Governing Board approved employees of Paradise Valley Community College were familiar with the employee development activities listed on the questionnaire. In addition, the assumption was made that all full-time and part-time Maricopa County Community College District Governing Board approved employees of Paradise Valley Community College were personally invited to participate in the survey. If some employees were missed, the rate of return of the survey could have been affected, thereby limiting the generalizability of the data. Moreover, generalizations from the data generated from the questionnaire could be limited if some employees who participated in the survey were confused regarding the proper procedures for filling out the questionnaire. Therefore, the assumption was made that all employees participating in the survey understood the directions for filling out the questionnaire. Lastly, the questionnaire used for this study employed a summated rating scale. Isaac and Michael (1981) note that the disadvantage of the use of scales is that the variance obtained from the data could be influenced by biased response sets (for example, the over-rater or the under-rater). Thus, the assumption was made that employees evaluated the employee development activities objectively and did not evaluate activities in which they had not participated.

Definition of Terms

1. Employee Development Program: A program designed by an institution to foster the personal and professional success of its employees.

2. Program evaluation: "The process of specifying, defining, collecting, analyzing, and interpreting information about designated aspects of a given program and using that information to arrive at value judgments among decision alternatives regarding the installation, continuation, modification, or termination of a program" (Craven, 1986:434).

3. Questionnaire: A printed question and answer format such as surveys, polls, and checklists to which individuals respond by choosing from lists of prepared answers or writing in original responses (Zemke and Rossett, 1985).

4. Survey: "A method of collecting information directly from people about their feelings, motivations, plans, beliefs, and personal, educational, and financial background. It usually takes the form of a questionnaire that someone fills out alone or with assistance, or it can be conducted as an interview in person or on the telephone" (Fink and Kosecoff, 1985:13).

5. Recurrent theme: A theme was considered to be recurrent when three or more items reflecting the same issue were identified.

RESULTS

All full-time and part-time Maricopa Community College District Governing Board approved employees of Paradise Valley Community College (114 total) were invited to participate in the survey. The number of employees surveyed, the number of questionnaires returned, and the percent of return of the questionnaires for all employees and per employee group are presented in Table 1.

Table 1

Number of Employees Surveyed, Number of Questionnaires Returned, and Percent of Return For All Employees and Per Employee Group

Employee Group	Number Surveyed	Number Returned	Percent of Return
All	114	86	75.44
Crafts & M&O	13	3	23.08
RFP	40	35	87.50
MATP	18	13	72.22
PSA	43	34	79.07
No Employee Group Indicated		1	

Of the 114 employees surveyed, 86 employees returned the questionnaires at a 75.44 percent return rate. The RFP employee group returned the questionnaires at the highest rate of return (87.50 percent), and the Crafts & M&O employee group returned the questionnaires at the lowest rate of return (23.08 percent). The RFP employee group was the most represented employee group in the survey (35 respondents), and the Crafts & M&O employee group was the least represented employee group (3 respondents) in the survey.

To compute the statistics used for this study, the rating scale presented on the questionnaire was given the following number loadings: Very Effective (1), Effective (2), Neutral (3), Ineffective (4), and Very Ineffective (5). In order to determine if employees perceived that their participation in employee development activities was effective overall in aiding them to achieve the employee development goals, overall means, standard deviations, and variances for

all activities for all employee groups and per employee groups were computed and are summarized in Table 2.

Table 2

Overall Means, Standard Deviations, and Variances for All Activities for All Employee Groups and Per Employee Group

Employee Group	Mean	Standard Deviation	Variance
All	2.12	.56	.31
Crafts & M&O	3.26	1.36	1.85
RFP	2.22	.45	.20
MAPT	1.97	.39	.11
PSA	1.98	.52	.27

All employees on the average rated their participation in employee development activities as effective overall in aiding them to achieve the goals of the Employee Development Program. The Crafts & M&O employee group rated the activities as neutral overall in aiding them to achieve the goals of the Employee Development Program.

In order to determine if employees perceived that their participation in employee development activities was effective in aiding them to achieve each of the four employee development goals, overall means, modes, standard deviations, and variances for activities designated under each of the four goals for all employee groups were computed and are summarized in Table 3.

Table 3

Overall Means, Modes, Standard Deviations, and Variances for Activities Designated Under Each of the Four Goals for All Employee Groups

Goal	Mean	Mode	Standard Deviation	Variance
1	2.02	2	.55	.30
2	2.20	2	.61	.38
3	2.19	2	.76	.58
4	2.16	2	.76	.58

All employees on the average rated their participation in employee development activities as effective overall in aiding them to achieve each of the four goals of the Employee Development Program. The ratings ranged from a low of 2.02 for goal number one to a high of 2.20 for goal number two.

In order to determine how each of the four employee groups perceived that their participation in employee development activities was effective in aiding them to achieve each of the four employee development goals, overall means, modes, standard deviations, and variances for activities designated under each of the four goals for each of the four employee groups were computed. The overall means, modes, standard deviations, and variances for activities designated under each of the four goals of the Employee Development Program for the Crafts & M&O employee group are summarized in Table 4. If a goal had multiple modes, the mode was left blank.

Table 4

Overall Means, Modes, Standard Deviations, and Variances for Activities Designated Under Each of the Four Goals for the Crafts & M&O Employee Group

Goal	Mean	Mode	Standard Deviation	Variance
1	3.08		1.07	1.15
2	2.99		1.38	1.90
3	3.56	4	1.35	1.81
4	3.61		1.71	2.93

The Crafts & M&O employee group on the average rated the activities designated under each of the four goals of the Employee Development Program as neutral overall in aiding them to achieve the goals of the Employee Development Program. The ratings ranged from a low of 2.99 for goal number two to a high of 3.61 for goal number four.

The overall means, modes, standard deviations, and variances for activities designated under each of the four goals of the Employee Development Program for the RFP employee group are summarized in Table 5. If a goal had multiple modes, the mode was left blank.

Table 5

Overall Means, Modes, Standard Deviations, and Variances for Activities Designated Under Each of the Four Goals for the RFP Employee Group

Goal	Mean	Mode	Standard Deviation	Variance
1	2.09	2	.54	.29
2	2.28	2	.47	.22
3	2.36	2	.69	.48
4	2.28	2	.63	.39

The RFP employee group on the average rated the activities designated under each of the four goals of the Employee Development Program as effective overall in aiding them to achieve the goals of the Employee Development Program. The ratings ranged from a low of 2.09 for goal number one to a high of 2.36 for goal number three.

The overall means, modes, standard deviations, and variances for activities designated under each of the four goals of the Employee Development Program for the MAPT employee group are summarized in Table 6. If a goal had multiple modes, the mode was left blank.

Table 6

Overall Means, Modes, Standard Deviations, and Variances for Activities Designated Under Each of the Four Goals for the MAPT Employee Group

Goal	Mean	Mode	Standard Deviation	Variance
1	1.96		.41	.17
2	2.11		.51	.26
3	1.88	1	.69	.47
4	1.80		.60	.37

The MAPT employee group on the average rated the activities designated under each of the four goals of the Employee Development Program as effective overall in aiding them to achieve the goals of the Employee Development Program. The ratings ranged from a low of 1.80 for goal number four to a high of 2.11 for goal number two.

The overall means, modes, standard deviations, and variances for activities designated under each of the four goals of the Employee Development Program for the PSA employee group are summarized in Table 7. If a goal had multiple modes, the mode was left blank.

Table 7

Overall Means, Modes, Standard Deviations, and Variances for Activities Designated Under Each of the Four Goals for the PSA Employee Group

Goal	Mean	Mode	Standard Deviation	Variance
1	1.86	2	.46	.21
2	2.08	2	.67	.45
3	2.00	2	.63	.40
4	2.04	2	.71	.50

The PSA employee group on the average rated the activities designated under each of the four goals of the Employee Development Program as effective overall in aiding them to achieve the goals of the Employee Development Program. The ratings ranged from a low of 1.86 for goal number one to a high of 2.08 for goal number two.

In order to determine if employees perceived that their participation in specific employee development activities was effective in aiding them to achieve the employee development goal or goals for which the activities were designed, means, modes, standard deviations, and variances for the employee development activities for all employee groups were computed. The means, modes, standard deviations, and variances for the employee development activities designed to help employees meet goal number one of the Employee Development Program are summarized in Table 8. The numbers of the activities presented in Table 8 correspond to the number assigned to each activity in the questionnaire (Appendix A). If an activity had multiple modes, the mode was left blank.

Table 8

Mean, Mode, Standard Deviation, and Variance for Each Activity Designated Under Goal Number One of the Employee Development Program for All Employee Groups

Activity	Mean	Mode	Standard Deviation	Variance
2	2.10	2	.85	.72
3	1.92	2	.85	.72
4	1.87	1	.88	.78
5	1.94	2	.99	.98
6	1.72	1	.95	.90
7	2.53	3	.92	.84
8	2.26	2	.88	.78
9	2.55	3	.95	.90
10	1.97	1	.94	.89

On the average, employees rated the activities designed to help them meet goal number one of the Employee Development Program as effective. The ratings ranged from a low of 1.72 for activity number six (Immediate Supervisor's Open Door Policy) to a high of 2.55 for activity number nine (Employee Reorientation).

The means, modes, standard deviations, and variances for the employee development activities designed to help employees meet goal number two of the Employee Development Program are summarized in Table 9. The numbers of the activities presented in the Table 9 correspond to the number assigned to each activity in the questionnaire (Appendix A). If an activity had multiple modes, the mode was left blank.

Table 9

Mean, Mode, Standard Deviation, and Variance for Each Activity Designated Under Goal Number Two of the Employee Development Program for All Employee Groups

Activity	Mean	Mode	Standard Deviation	Variance
11	2.56	3	.98	.95
12	2.08	1	1.03	1.06
13	2.55	2	.87	.75
14	2.30	2	1.09	1.18
15	2.18	2	.82	.67
16	2.03		.88	.78
17	2.44	2	.89	.80
18	2.25	2	1.05	1.09
19	1.97		1.06	1.11
20	2.54	1	1.37	1.89
21	2.60	3	1.27	1.62
22	2.09	2	.97	.94
23	2.12	2	.90	.81
24	2.16	2	.95	.89
25	1.96	2	.94	.88
26	2.00	2	.86	.75
27	2.39	2	1.12	1.24

On the average, employees rated the activities designed to help them meet goal number two of the Employee Development Program as effective. The ratings ranged from a low of 1.96 for activity

number twenty-five (On-Campus A-1 Training) to a high of 2.60 for activity number twenty-one (Self-Care Center).

The means, modes, standard deviations, and variances for the employee development activities designed to help employees meet goal number three of the Employee Development Program are summarized in Table 10. The numbers of the activities presented in the Table 10 correspond to the number assigned to each activity in the questionnaire (Appendix A). If an activity had multiple modes, the mode was left blank.

Table 10

Mean, Mode, Standard Deviation, and Variance for Each Activity Designated Under Goal Number Three of the Employee Development Program for All Employee Groups

Activity	Mean	Mode	Standard Deviation	Variance
28	2.50	2	1.13	1.27
29	2.42	2	1.18	1.39
30	2.45	2	1.09	1.18
31	2.13	2	.87	.75
32	2.02	2	.91	.83
33	2.08	1	1.35	1.83

On the average, employees rated the activities designed to help them meet goal number three of the Employee Development Program as effective. The ratings ranged from a low of 2.02 for activity number thirty-two (Off-Campus Conferences/Seminars) to a high of 2.50 for activity number twenty-eight (Individual Employee Development Plan).

The means, modes, standard deviations, and variances for the employee development activities designed to help employees meet goal number four of the Employee Development Program are summarized in Table 11. The numbers of the activities presented in the Table 11 correspond to the number assigned to each activity in the questionnaire (Appendix A). If an activity had multiple modes, the mode was left blank.

Table 11

Mean, Mode, Standard Deviation, and Variance for Each Activity Designated Under Goal Number Four of the Employee Development Program for All Employee Groups

Activity	Mean	Mode	Standard Deviation	Variance
34	2.29	2	1.11	1.23
35	1.80	2	.83	.68
36	2.00	1	1.00	1.00
37	1.98	2	.88	.77
38	2.67	3	1.13	1.28
39	1.89	2	.99	.99
40	2.35	3	1.16	1.35
41	2.38	2	1.19	1.42
42	2.38	2	1.08	1.18
43	2.43	2	1.20	1.44
44	2.35		1.30	1.69

On the average, employees rated the activities designed to help them meet goal number four of the Employee Development Program as effective. The ratings ranged from a low of 1.80 for

activity number thirty-five (Holiday Celebration) to a high of 2.67 for activity number thirty-eight (Monthly Potlucks).

Hypothesis one that there are significant differences in the overall mean effectiveness ratings of the activities of the Employee Development Program among the four major employee groups at Paradise Valley Community College was tested by computing a one-way ANOVA between the overall mean effectiveness ratings of all the activities and the four employee groups. The results of this ANOVA are summarized in Table 12.

Table 12

Summary of ANOVA Between Overall Mean Effectiveness Ratings of All Activities and the Four Employee Groups

Source of Variance	df	Sum of Squares	Mean of Squares	*F*	Probability
Employee Groups	3	5.25	1.75	6.60	0.00
Residual	81	21.47	.27		
Total	84	26.72			

Since the overall *F* of 6.60 was significant at $p < .05$, hypothesis one was supported. To determine where the differences were, Scheffe tests for groups with significant differences were computed. The employee groups between which significant differences were found are summarized in Table 13.

Table 13

Scheffe Test Results for Employee Groups with Significant Differences Between Overall Mean Effectiveness Ratings

Group One	Group Two	Mean Difference	Probability
Crafts & M&O	RFP	1.04	0.01
Crafts & M&O	MAPT	1.29	0.00
Crafts & M&O	PSA	1.28	0.00

The Crafts & M&O employee group rated the overall effectiveness of the activities of the Employee Development Program significantly lower than did the RFP, MAPT, and PSA employee groups. There were no significant differences in the overall effectiveness ratings of the activities of the Employee Development Program among the RFP, MAPT, and PSA employee groups.

Hypothesis two that there are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number one of the Employee Development Program among the four major employee groups at Paradise Valley Community College was tested by computing a one-way ANOVA between the overall mean effectiveness ratings of all the activities designated under goal number one and the four employee groups. The results of this ANOVA are summarized in Table 14.

Table 14

Summary of ANOVA Between Overall Mean Effectiveness Ratings of the Activities Designated Under Goal Number One and the Four Employee Groups

Source of Variance	df	Sum of Squares	Mean of Squares	*F*	Probability
Employee Groups	3	4.55	1.52	5.84	0.00
Residual	81	21.04	.26		
Total	84	25.59			

Since the overall *F* of 5.84 was significant at $p < .05$, hypothesis two was supported. To determine where the differences were, Scheffe tests for groups with significant differences were computed. The employee groups between which significant differences were found are summarized in Table 15.

Table 15

Scheffe Test Results for Employee Groups with Significant Differences Between Overall Mean Effectiveness Ratings of the Activities Designated Under Goal Number One

Group One	Group Two	Mean Difference	Probability
Crafts & M&O	RFP	.99	0.02
Crafts & M&O	MAPT	1.13	0.01
Crafts & M&O	PSA	1.23	0.00

The Crafts & M&O employee group rated the overall effectiveness of the activities designated under goal number one of the Employee Development Program significantly lower than did the RFP, MAPT, and PSA employee groups. There were no significant differences in the overall

effectiveness ratings of the activities designated under goal number one of the Employee Development Program among the RFP, MAPT, and PSA employee groups.

Hypothesis three that there are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number two of the Employee Development Program among the four major employee groups at Paradise Valley Community College was tested by computing a one-way ANOVA between the overall mean effectiveness ratings of all the activities designated under goal number two and the four employee groups. The results of this ANOVA are summarized in Table 16.

Table 16

Summary of ANOVA Between Overall Mean Effectiveness Ratings of the Activities Designated Under Goal Number Two and the Four Employee Groups

Source of Variance	df	Sum of Squares	Mean of Squares	*F*	Probability
Employee Groups	3	2.73	.91	2.52	0.06
Residual	81	29.26	.36		
Total	84	31.99			

Since the overall *F* of 2.52 was not significant, hypothesis three was not supported. There were no significant differences in the overall effectiveness ratings of the activities designated under goal number two of the Employee Development Program among the Crafts & M&O, RFP, MAPT, and PSA employee groups.

Hypothesis four that there are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number three of the Employee Development

Program among the four major employee groups at Paradise Valley Community College was tested by computing a one-way ANOVA between the overall mean effectiveness ratings of all the activities designated under goal number three and the four employee groups. The results of this ANOVA are summarized in Table 17.

Table 17

Summary of ANOVA Between Overall Mean Effectiveness Ratings of the Activities Designated Under Goal Number Three and the Four Employee Groups

Source of Variance	df	Sum of Squares	Mean of Squares	*F*	Probability
Employee Groups	3	8.87	2.96	6.10	0.00
Residual	81	35.40	.26		
Total	84	44.27			

Since the overall *F* of 6.10 was significant at $p < .05$, hypothesis four was supported. To determine where the differences were, Scheffe tests for groups with significant differences were computed. The employee groups between which significant differences were found are summarized in Table 18.

Table 18

Scheffe Test Results for Employee Groups with Significant Differences Between Overall Mean Effectiveness Ratings of the Activities Designated Under Goal Number Three

Group One	Group Two	Mean Difference	Probability
Crafts & M&O	RFP	1.20	0.05
Crafts & M&O	MAPT	1.68	0.00
Crafts & M&O	PSA	1.56	0.01

The Crafts & M&O employee group rated the overall effectiveness of the activities designated under goal number three of the Employee Development Program significantly lower than did the RFP, MAPT, and PSA employee groups. There were no significant differences in the overall effectiveness ratings of the activities designated under goal number three of the Employee Development Program among the RFP, MAPT, and PSA employee groups.

Hypothesis five that there are significant differences in the overall mean effectiveness ratings of the activities designed to meet goal number four of the Employee Development Program among the four major employee groups at Paradise Valley Community College was tested by computing a one-way ANOVA between the overall mean effectiveness ratings of all the activities designated under goal number four and the four employee groups. The results of this ANOVA are summarized in Table 19.

Table 19

Summary of ANOVA Between Overall Mean Effectiveness Ratings of the Activities Designated Under Goal Number Four and the Four Employee Groups

Source of Variance	df	Sum of Squares	Mean of Squares	*F*	Probability
Employee Groups	3	8.98	2.99	6.06	0.00
Residual	81	39.52	.49		
Total	84	48.50			

Since the overall *F* of 6.06 was significant at $p < .05$, hypothesis five was supported. To determine where the differences were, Scheffe tests for groups with significant differences were computed. The employee groups between which significant differences were found are summarized in Table 20.

Table 20

Scheffe Test Results for Employee Groups with Significant Differences Between Overall Mean Effectiveness Ratings of the Activities Designated Under Goal Number Four

Group One	Group Two	Mean Difference	Probability
Crafts & M&O	RFP	1.33	0.02
Crafts & M&O	MAPT	1.81	0.00
Crafts & M&O	PSA	1.57	0.01

The Crafts & M&O employee group rated the overall effectiveness of the activities designated under goal number four of the Employee Development Program significantly lower than did the RFP, MAPT, and PSA employee groups. There were no significant differences in the overall

effectiveness ratings of the activities designated under goal number four of the Employee Development Program among the RFP, MAPT, and PSA employee groups.

In order to determine which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal, the number of responses and percent of responses for each of the four goals for all employee groups were computed. The results of these computations are presented in Table 21.

Table 21

The Number of Responses and Percent of Responses for Each of the Four Goals for All Employee Groups

Goal	Number of Responses	Percent of Responses
1	9	10.50
2	32	37.20
3	20	23.30
4	10	11.60
No Response	15	17.40
Total	86	100.00

The rankings ranged from a high of 32 (37.20 percent) for goal number two (To help employees improve their job performance in terms of effectiveness, efficiency, and personal satisfaction) to a low of 9 (10.50 percent) for goal number one (To give employees an opportunity to understand the mission of the institution and their role). Fifteen employees who responded to the survey (17.40 percent) did not respond to this item.

Hypothesis six that there are significant differences in the assessments of which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal among the four major employee groups at Paradise Valley Community College was tested by computing the Kruskal Wallis one-way ANOVA by Ranks test. The results of this ANOVA are summarized in Table 22.

Table 22

Summary of Kruskal Wallis One-Way ANOVA by Ranks Between Ranks of Which Goal Needs More Attention and the Four Employee Groups

Valid Cases	Chi Square	df	Probability
71	1.96	3	.58

Since the chi square of 1.96 was not significant, hypothesis six was not supported. Therefore, there were no significant differences in the employee groups' assessments of which goal needs more attention.

In order to determine the percent of employee participation in each of the employee development activities, the number of respondents and the percent of respondents rating each activity was computed. The number of respondents and the percent of respondents rating each activity designated under goal number one of the Employee Development Program are presented in Table 23. The numbers of the activities presented in the Table 23 correspond to the number assigned to each activity in the questionnaire (Appendix A).

Table 23

Number of Respondents and Percent of Respondents Rating Each Activity Designated under Goal Number One of the Employee Development Program

Activity	Number of Respondents	Percent of Respondents
2	81	94.20
3	60	69.80
4	61	70.90
5	66	76.70
6	76	88.40
7	49	57.00
8	53	61.60
9	38	44.20
10	66	76.70

The rates of participation in activities designed to help employees meet goal number one of the Employee Development Program ranged from a high of 94.20 percent for activity number two (All Employee Meeting--called at the start of the semester) (81 employees responded) to a low of 44.20 percent for activity number nine (Employee Reorientation) (38 employees responded).

The number of respondents and the percent of respondents rating each activity designated under goal number two of the Employee Development Program are presented in Table 24. The numbers of the activities presented in the Table 24 correspond to the number assigned to each activity in the questionnaire (Appendix A).

Table 24

Number of Respondents and Percent of Respondents Rating Each Activity Designated under Goal Number Two of the Employee Development Program

Activity	Number of Respondents	Percent of Respondents
11	55	64.00
12	60	69.80
13	73	84.90
14	57	66.30
15	28	32.60
16	33	38.40
17	34	39.50
18	52	60.50
19	36	41.90
20	28	32.60
21	20	23.30
22	22	25.60
23	52	60.60
24	51	59.30
25	53	61.60
26	52	60.50
27	41	47.70

The rates of participation in activities designed to help employees meet goal number two of the Employee Development program ranged from a high of 84.90 percent for activity number thirteen (Campus Committees) (73 employees responded) to a low of 23.30 percent for activity number twenty-one (Self-Care Center)(20 employees responded).

The number of respondents and the percent of respondents rating each activity designated under goal number three of the Employee Development Program are presented in Table 25. The numbers of the activities presented in the Table 25 correspond to the number assigned to each activity in the questionnaire (Appendix A).

Table 25

Number of Respondents and Percent of Respondents Rating Each Activity Designated under Goal Number Three of the Employee Development Program

Activity	Number of Respondents	Percent of Respondents
28	62	72.10
29	57	66.30
30	29	33.70
31	48	55.80
32	48	55.80
33	25	29.10

The rates of participation in activities designed to help employees meet goal number three of the Employee Development program ranged from a high of 72.10 percent for activity number twenty-eight (Individual Employee Development Plan) (62 employees responded) to a low of

29.10 percent for activity number thirty-three (Weight Watchers) (25 employees responded).

The number of respondents and the percent of respondents rating each activity designated under goal number four of the Employee Development Program are presented in Table 26. The numbers of the activities presented in Table 26 correspond to the number assigned to each activity in the questionnaire (Appendix A).

Table 26

Number of Respondents and Percent of Respondents Rating Each Activity Designated under Goal Number Four of the Employee Development Program

Activity	Number of Respondents	Percent of Respondents
34	56	65.10
35	74	86.00
36	67	77.90
37	49	57.00
38	81	94.20
39	64	74.40
40	37	43.00
41	40	46.50
42	48	55.80
43	28	32.60
44	23	26.70

The rates of participation in activities designed to help employees meet goal number four of the Employee Development program ranged from a high of 94.20 percent for activity number thirty-eight (Monthly Potlucks) (81 employees responded) to a low of 26.70 percent for activity number forty-four (Employee Golf Tournament) (23 employees responded).

In order to analyze the comments of respondents to item number forty-six on the questionnaire (please comment on suggestions that you have for additional employee development activities), the comments were numbered, recorded verbatim, and categorized per employee group (Appendix D). The number of respondents and percent of respondents for all employee groups and per employee group for item forty-six on the questionnaire are presented in Table 27.

Table 27

Number of Respondents and Percent of Respondents for all Employee Groups and Per Employee Group for Item Forty-Six on the Questionnaire

Employee Group	Number of Respondents	Percent of Respondents
All	22	25.58
Crafts & M&O	2	66.67
RFP	10	28.57
MAPT	1	07.69
PSA	9	26.47

The total number of respondents to item forty-six on the questionnaire was 22 (25.58 percent of the respondents to the questionnaire). The respondents to item forty-six ranged from a high of 10 for the RFP employee group (28.57 percent of RFP respondents to the

questionnaire) to a low of 1 for the MAPT employee group (07.69 percent of the MAPT respondents to the questionnaire.

The responses to item forty-six were analyzed for recurrent themes. The recurrent themes, the number of responses per theme, the employee group from which the responses came, and the number of the response as indicated in Appendix D are presented in Table 28.

Table 28

Recurrent Themes, Number of Responses Per Theme, the Employee Group from Which the Theme Came, and the Number of the Response as Indicated in Appendix D

Recurrent Theme	Number of Responses	Employee Group and number of the response(s) as indicated in Appendix D
Schedule more social activities	5	RFP (3, 5); MAPT (1); PSA (1, 4)
Practice, with integrity, the Employee Development Philosophy	3	Crafts & M&O (1, 2); PSA (3)

Two themes were identified as recurrent. The first theme identified was "schedule more social activities" with 5 occurrences. The second theme identified was "practice, with integrity, the Employee Development Philosophy" with 3 occurrences.

In order to analyze the comments of respondents to item number forty-seven on the questionnaire (please comment on suggestions that you have for improving the design and the administration of this questionnaire), the comments were numbered, recorded verbatim, and categorized per employee group (Appendix E). The number of respondents and percent of respondents for all employee groups and per employee group for item forty-seven on the questionnaire are presented in Table 29.

Table 29

Number of Respondents and Percent of Respondents for all Employee Groups and Per Employee Group for Item Forty-Seven on the Questionnaire

Employee Group	Number of Respondents	Percent of Respondents
All	25	29.07
Crafts & M&O	0	00.00
RFP	14	40.00
MAPT	1	07.69
PSA	10	29.41

The total number of respondents to item forty-seven on the questionnaire was 25 (29.07 percent of the respondents to the questionnaire). The respondents to item forty-seven ranged from a high of 14 for the RFP employee group (40.00 percent of RFP respondents to the questionnaire) to a low of 0 for the Crafts & M&O employee group (00.00 percent of the Crafts & M&O respondents to the questionnaire).

The responses to item forty-seven were analyzed for recurrent themes. The recurrent themes, the number of responses per theme, the employee group from which the responses came, and the number of the response as indicated in Appendix E are presented in Table 30.

Table 30

Recurrent Themes, Number of Responses Per Theme, the Employee Group from Which the Theme Came, and the Number of the Response as Indicated in Appendix E

Recurrent Theme	Number of Responses	Employee Group and number of the response(s) as indicated in Appendix D
Well Done	10	RFP (8, 9, 10, 11, 12,); PSA (1, 4, 6, 7, 9,)
Too vague	4	RFP (3, 7, 14,); PSA (5)

Two themes were identified as recurrent. The first theme identified was "well done" with 10 occurrences. The second theme identified was "too vague" with 4 occurrences.

DISCUSSION AND RECOMMENDATIONS

Discussion

An analysis of the data generated from the administration of the Employee Development Survey was conducted. This analysis provided the Employee Development Committee members with a wholistic assessment regarding the effectiveness of the activities of the Employee Development Program. Based on this assessment, problem areas were identified, recommendations were proposed for the revision of some activities and the addition of activities, and follow-up studies were recommended with the goal of adding new activities.

Isaac and Michael (1981:135), when writing about the return rate of questionnaires, conclude:

> The question must be asked, "How would the results have been changed if all subjects had returned the questionnaire?" Ordinarily, percentages under 20% can be reasonably ignored. Percentages over 20%, however, raise increasingly serious questions about the "hold-outs" and what they are withholding.

The return rate for all employees was 75.44 percent (24.56 percent missing). Based on the discussion of Isaac and Michael (1981) regarding return rates of questionnaires, the data generated from the questionnnaire should adequately reflect an accurate assessment of employees' perceived effectiveness of the activities of the Employee Development Program. However, it must be noted that the return rate for the Crafts & M&O employee group was only 23.08 percent (76.92 percent missing). Two questions that are reasonable based on the low return rate of the Crafts & M&O employee group are:

1. "Why was the return rate so low from the Crafts & M&O group?" and
2. "Are the three respondents from this employee group really representative of the group?"

The low return rate from the Crafts & M&O employee group must be kept in mind when making generalizations from this data.

On the average, all employees rated their participation in employee development activities as effective overall in aiding them to achieve the goals of the Employee Development Program. Overall, employees indicated that they found that the activities were helpful in aiding them to achieve the four goals of the Employee Development Program. An examination of the overall mean effectiveness rating of the activities per employee group suggests that all employee groups with the exception of the Crafts & M&O employee group rated the activities as effective. The Crafts & M&O employee group rated the activities as neutral (3.26) on the average with a standard deviation of 1.36 and a variance of 1.85. An examination of the standard deviation and variance data from the other three employee groups reveals that the Crafts & M&O respondents to the survey varied in their evaluations with one another more than did the respondents from

the other three employee groups. In addition, the Crafts & M&O employee group rated the overall effectiveness of the activities of the Employee Development Program significantly lower than did the Faculty, MAPT, and PSA employee groups. Participation in the activities of the Employee Development Program appears to be less effective for the Crafts & M&O employee group than the participation of the members of the three other employee groups in helping them to achieve the goals of the Employee Development Program.

On the average, employees rated their participation in employee development activities designed to help them meet each of the four goals of the Employee Development Program as effective overall. However, as was the case with the overall mean effectiveness rating of all of the activities, the Crafts and M&O employee group rated the activities designed to help them meet goals one, three, and four of the Employee Development Program significantly lower than did the other three employee groups. Participation in the activities designated under goals one, three, and four of the Employee Development Program may be less effective for the Crafts & M&O employee group than the participation of the members of the three other employee groups in helping them to achieve these goals.

One of the purposes of this study was to identify activities that may be less effective than others in helping employees achieve the goals of the Employee Development Program. To this end, the means for each activity of the Employee Development Program were analyzed. Nine of the forty-four activities evaluated received a mean that exceeded 2.50 and/or received a mode of 3. Although these means were not tested to determine whether they differed significantly from the means of the other activities evaluated, when rounded off, eight of these nine means compute to an effectiveness rating of 3 (neutral). Since only nine activities could either be rounded off to a rating of 3 and/or received a mode of 3, it may indicate that these activities may be perceived to be less effective than the other thirty-seven activities. The nine activities are as follows:

1. Activity seven (Don Creamer's Presentation on Student Development) received a mean of 2.53 and a mode of 3.

2. Activity nine (Employee reorientation) received a mean of 2.55 and a mode of 3.

3. Activity eleven (North Central Accreditation Committees) received a mean of 2.56 and a mode of 3.

4. Activity thirteen (Campus Committees) received a mean of 2.55 and a mode of 2.

5. Activity twenty (Quiet Room) received a mean of 2.54 and a mode of 1.

6. Activity twenty-one (Self-Care Center) received a mean of 2.60 and a mode 3.

7. Activity twenty-eight (Individual Employee Development Plan) received a mean of 2.50 and a mode of 2.

8. Activity thirty-eight (Monthly Potlucks) received a mean of 2.67 and a mode of 3.

9. Activity forty (Star Workout Program--Employee Locker Privileges) received a mean of 2.35 and a mode of 3.

Another purpose of this study was to determine which of the employee development goals needs more attention in terms of developing activities to help employees meet the goal. An analysis of the results from item forty-five on the questionnaire revealed that employees identified goal number two (To help employees improve their job performance in terms of effectiveness, efficiency, and personal satisfaction) most often to be the goal that needs more attention in terms of developing activities to help employees meet the goal (32 responses, 37.20 percent of respondents). Goal number three (To give employees opportunities for professional and personal development) was the second most often chosen goal (20 responses, 23.30 percent of the respondents). Goal number four (To recognize and reward employees for their personal and professional contributions to the institution on a regular and continuing basis) was the third most often chosen goal (10 respondents, 11.60 percent of the respondents). Goal number one (To give employees an opportunity to understand the mission of

the institution and their role) was chosen by the least amount of employees (9 respondents, 10.50 percent of the respondents) in needing more attention in terms of developing activities to help employees meet the goal. There were no significant differences in the rankings of the goals of the Employee Development Program among the Crafts & M&O, RFP, MAPT, and PSA employee groups.

An additional purpose of the study was to determine the percent of participation of employees responding to the survey in each of the employee development activities. To this end, the participation rates for each activity of the Employee Development Program were analyzed. Twenty-nine of the forty-four activities (65.91 percent) were rated by over 50 percent of the respondents. Fifteen of the forty-four activities were rated by less than 50 percent of the respondents. The fifteen activities are as follows:

1. Activity nine (Employee Reorientation) was rated by 38 of the respondents (44.20 percent of respondents).

2. Activity fifteen (Jim Kern's Presentation on Wellness/Self-esteem) was rated by 28 of the respondents (32.60 percent of the respondents).

3. Activity sixteen (Cynthia Scott's presentation on Wellness in the WorkPlace) was rated by 33 of the respondents (38.40 percent of the respondents).

4. Activity seventeen (Brown Bag Sessions) was rated by 34 of the respondents (39.50 percent of the respondents).

5. Activity nineteen (Wellness Breakout sessions) was rated by 36 of the respondents (41.90 percent of respondents).

6. Activity twenty (Quiet Room) was rated by 28 of the respondents (32.60 percent of respondents).

7. Activity twenty-one (Self-Care Center) was rated by 20 of the respondents (23.30 percent of respondents).

8. Activity twenty-two (Employee Wellness Support Program--Individualized Program) was rated by 22 of the respondents (25.60 percent of the respondents).

9. Activity twenty-seven (Faculty Innovation Series) was rated by 41 of the respondents (47.70 percent of respondents).

10. Activity thirty (Brown Bag Sessions) was rated by 29 of the respondents (33.70 percent of respondents).

11. Activity thirty-three (Weight Watchers) was rated by 25 of the respondents (29.10 percent of respondents).

12. Activity forty (Star Workout Program--Employee Locker Privileges) was rated by 37 of the respondents (43.00 percent of the respondents).

13. Activity forty-one (Wellness Week) was rated by 40 of the respondents (46.50 percent of the respondents).

14. Activity forty-three (Employee softball) was rated by 28 percent of the respondents (32.60 percent of the respondents).

15. Activity forty-four (Employee Golf Tournament) was rated by 23 of the respondents (26.70 percent of the respondents).

Moreover, another purpose of the study was to gain suggestions for new employee development activities that would potentially result in the personal and professional development of the participants. To this end, the results from item number forty-six (Please comment on suggestions that you have for additional employee development activities) were analyzed. Employees expressed a desire to participate in more social events (5 occurrences). In addition, employees expressed a desire for managers to implement, with integrity, the Employee Development Philosophy (3 occurrences). The employee development committee considered seriously all of the suggestions for additional activities put forth by the respondents and proposed recommendations for additional activites based on this feedback.

The last purpose of the study was to elicit feedback regarding the design and administration of the questionnaire. To this end, the results from item number forty-seven (Please comment on suggestions you have for improving the design and the administration of this questionnaire) were analyzed. Four of the respondents to this item indicated that the questionnaire was too vague. The employee development committee considered seriously all of the suggestions regarding the design and administration of the questionnaire put forth by the respondents and proposed recommendations for follow-up studies based on this feedback.

Recommendations

Based on an analysis of the data generated from the implementation of the Employee Development questionnaire, the Employee Development Committee members made the following recommendations for improving the Employee Development Program:

1. The president of Paradise Valley Community College should invite a member of the M&O employee group to serve on the Employee Development Committee. In this way, the Employee Development Committee would be representative of the four major employee groups on campus. Since it is possible that the employee development needs of the M&O employee group are not being served as well as the needs of the other three groups, the representative from the M&O group could represent the concerns of that employee group.

2. The Employee Development Committee members should conduct a follow-up study to determine more accurately how the Crafts & M&O employees perceive the effectiveness of the activities of the Employee Development Program. Specifically, the chair of the Employee Development Committee and a representative from the committee should meet with the Crafts & M&O employees to determine informally their perceptions regarding the effectiveness of the activities of the Employee Development Program and to gain their suggestions for additional activities.

3. The Employee Development Committee members should make all employees aware of the purposes and benefits of employee reorientation activities, the quiet room, and the self-care center.

4. The Employee Development Committee members should provide a workshop on the effective functioning of committees for campus committee chairs. In this way, committee chairs can then train committee members to participate in committees more efficiently and effectively.

5. The Employee Development Committee members should conduct a follow-up study on the effectiveness of the Individual Employee Development Plan to determine any possible problems with the procedures for writing and executing the plan.

6. The Employee Development Committee members should reduce the number of potlucks from monthly to one per semester. The potluck should be held in mid-semester at 12:30 p. m. to accommodate faculty members who teach from 11:30 a. m. -12:20 p. m.

7. The All Employee Meeting should be held earlier in the day and later in the semester (1:00 p. m. on the second Friday of instruction).

8. In order to increase participation in the activities of the Employee Development Program, the Employee Development Committee members should be sure to advertise the purposes and benefits of these activities. In addition, activities should be scheduled on days and at times that are most convenient for the majority of employees. Moreover, the schedules of specific activities should be varied in order to accommodate as many employees as possible.

9. In order to accomplish more successfully goal number one of the Employee Development Program (To give employees an opportunity to understand the mission of the institution and their role), the President of Paradise Valley Community College should discuss with managers the important roles and functions of the Employee Development Program at the college in order to promote equal opportunity for all employees to participate in the activities of the Employee Development Program. In addition, all hiring of new employees

should be conducted through the office of the President of the college. In this way, all new employees will have the opportunity to participate in orientation activities. Moreover, in order to prepare employees for the rapid growth and expansion of the college, the Employee Development Committee members should sponsor speakers and workshops on coping effectively with change.

10. Since goal number two (To help employees improve their job performace in terms of effectiveness, efficiency, and personal satisfaction) was identified most often as the goal needing more attention in terms of helping employees to meet the goals of the Employee Development Program, the Employee Development Committee members should conduct a needs assessments to determine the training needs of each of the employee groups including part-time faculty. Similarly, representatives from the Employee Development Committee should attend a meeting of the PSA employee group for the purpose of determining whether PSA employees are interested in drafting a cross-department training program. In addition, on the first day of faculty accountability in the fall, the Dean of Instruction of Paradise Valley Community College should lead a workshop for all full-time faculty. The workshop topics should concern issues of instruction important to faculty members. Maintaining academic standards and official policies related to appropriate student behaviors in the classroom are among the topics that should be addressed. Instructors should also be provided with the opportunity to ask questions that they may have that are relevant to instruction. Moreover, the Dean of Instruction should inform part-time faculty that they are eligible to take up to six credits free of charge from any of the Maricopa Community Colleges, and that they are eligible to apply for Maricopa Community College District Part-Time Faculty Professional Growth Funds. The secretary of the Dean of Instruction should be trained regarding the procedures for applying for these funds.

11. In order to accomplish more successfully goal number three of the Employee Development Program (To give employees opportunities for personal and professional

development), a subcommitee of the Innovations committee of Paradise Valley Community College should be formed to consider the formation of an Intellectual Community Committee. The Intellectual Community Committee would sponsor public discussions on topics of interest to the college community and the community at large. For example, public discussions could be held on books, films, or current events. In addition, the Employee Development Committee members should supplement district professional growth and travel funds awarded to employee groups by the Maricopa Community College District. Priority should be given to requests from employees who are working on degrees. A subcommittee of the Employee Development Committee should be formed for the purpose of developing criteria for requesting travel and/or professional growth funds from the Employee Development Committee. In addition, the subcommittee members should draft a travel request form and a professional growth request form.

12. In order to accomplish more successfully goal number four of the Employee Development Program (To recognize and reward employees for their personal and professional contributions to the institution on a regular and continuing basis), the professional growth and travel representatives of each employee group should send notices regarding the professional endeavors of employees to the campus coordinator of public relations and to the Maricopa Community College District coordinator of public relations. Similarly, if the Employee Development Committee members fund employee development activities or projects for employees, notices of these employees' accomplishments should be sent to the campus coordinator of public relations and to the Maricopa Community College District coordinator of public relations. In this way, the professional accomplishments of employees can be announced in campus and district publications. In addition, the Employee Development Committee members should provide employees with more oppportunites to interact socially. Moreover, the Employee Development Committee members should create a courtesy fund for the purpose of

recognizing the special personal events of employees such as weddings, graduations, births, and deaths.

13. The Employee Development Committee members should evaluate speakers' presentations and should evaluate workshops at the time of their presentation.

14. If possible, the Employee Development Committee members should conduct formative evaluations of the activities of the Employee Development Program.

15. The Employee Development Committee members should conduct a yearly wholistic evaluation of the activities of the Employee Development Program, amending the existing questionnaire as appropriate.

As a result of this study, the Employee Development Committee members were provided with a wholistic assessment of the effectiveness of the activities of the Employee Development Program. Based on this assessment, problem areas were identified, recommendations were proposed for the revision of some activities and the addition of activities, and follow-up studies were recommended with the goal of adding new activities.

Effective Employee Development Programs are important to the personal and professional success of employees of institutions of higher education. People who are in the business of teaching and learning should be constantly learning themselves. Institutional practices should support these learning efforts.

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APPENDIX A

EVALUATION OF THE EFFECTIVENESS OF EMPLOYEE DEVELOPMENT ACTIVITIES AT PARADISE VALLEY COMMUNITY COLLEGE CENTER

Evaluation of the Effectiveness of Employee Development Activities at Paradise Valley Community College Center

The purpose of this questionnaire is to evaluate the effectiveness of PCCC's employee development activities in helping you achieve the four goals of the Employee Development Program.

The Employee Development Committee members will analyze the results of this questionnaire and use this information to improve the employee development activities to better help you to achieve the goals of employee development.

1. In order to compare the perceptions of the different employee groups, please indicate the employee group in which you are a member on the "General Purpose Data Sheet I" using the following code:

A = Crafts & M & O; B = Faculty; C = MAPT; D = PSA

GOAL NUMBER ONE: To give employees an opportunity to understand the mission of the institution and their role.

The following employee development activities were designed to provide you with an opportunity to achieve goal number one of the Employee Development Program.

How effectively did your participation (from Fall semester 1988 to the present) in the activities listed below help you to achieve employee development goal number one? Please answer on the "General Purpose Data Sheet I" using the following code:

A = Very Effective; B = Effective; C = Neutral; D = Ineffective; E = Very ineffective; If you did not participate in an activity, please leave that item blank.

2. All Employee Meeting (called at the start of each semester)
3. North Central Accreditation Committees
4. Employee group retreat
5. Provost's Open Door Policy
6. Immediate Supervisor's Open Door Policy
7. Don Creamer's Presentation on Student Development
8. John Roueche's Presentation on Student Development
9. Employee Reorientation
10. New Employee Orientation

GOAL NUMBER TWO: To help employees improve their job performance in terms of effectiveness, efficiency, and personal satisfaction.

The following employee development activities were designed to provide you with an opportunity to achieve goal number two of the Employee Development Program.

How effectively did your participation (from Fall semester 1988 to the present) in the activities listed below help you to achieve employee development goal number two? Please answer on the "General Purpose Data Sheet I" using the following code:

A = Very Effective; B = Effective; C = Neutral; D = Ineffective; E = Very ineffective; If you did not participate in an activity, please leave that item blank.

11. North Central Accreditation Committees
12. Employee Group Retreat
13. Campus Committees
14. John Avianantos' Presentation on Goal Setting
15. Jim Kern's Presentation on Wellness/Self-esteem
16. Cynthia Scott's presentation on Wellness in the WorkPlace
17. Brown Bag Sessions
18. Wellness Quests
19. Wellness Breakout Sessions
20. Quiet Room
21. Self-Care Center
22. Employee Wellness Support Program (Individualized Program)
23. On-Campus Conferences/Seminars
24. Off-Campus Conferences/Seminars
25. On-Campus A-1 Training
26. MacLicense Training
27. Faculty Innovation Series

GOAL NUMBER THREE: To give employees opportunities for professional and personal development.

The following employee development activities were designed to provide you with an opportunity to achieve goal number three of the Employee Development Program.

How effectively did your participation (from Fall semester 1988 to the present) in the activities listed below help you to achieve employee development goal number three? Please answer on the "General Purpose Data Sheet I" using the following code:

A = Very Effective; B = Effective; C = Neutral; D = Ineffective; E = Very ineffective; If you did not participate in an activity, please leave that item blank.

28. Individual Employee Development Plan

29. John Avianantos' Presentation on Goal Setting

30. Brown Bag Sessions

31. On-Campus Conferences/Seminars

32. Off-Campus Conferences/Seminars

33. Weight Watchers

GOAL NUMBER FOUR: To recognize and reward employees for their personal and professional contributions to the institution on a regular and continuing basis.

The following employee development activities were designed to provide you with an opportunity to achieve goal number four of the Employee Development Program.

How effectively did your participation (from Fall semester 1988 to the present) in the activities listed below help you to achieve employee development goal number four? Please answer on the "General Purpose Data Sheet I" using the following code:

A = Very Effective; B = Effective; C = Neutral; D = Ineffective; E = Very ineffective; If you did not participate in an activity, please leave that item blank.

34. Registration Celebrations

35. Holiday Celebration

36. Employee Recognition/End of the Academic Year Celebration

37. Honoring Retiring Employees

38. Monthly Potlucks

39. Appreciation Cards

40. Star Workout Program (Employee Locker Privileges)

41. Wellness Week

42. Employee Picnics

43. Employee Softball

44. Employee Golf Tournament

45. Of the four Employee Development Goals listed below, which one to you needs more attention? Please answer on the "General Purpose Data Sheet I" using the following code:

A = Goal Number One: To give employees an opportunity to understand the mission of the institution and their role.

B = Goal Number Two: To help employees improve their job performance in terms of effectiveness, efficiency, and personal satisfaction.

C = Goal Number Three: To give employees opportunities for professional and personal development.

D = Goal Number Four: To recognize and reward employees for their personal and professional contributions to the institution on a regular and continuing basis.

46. Please comment on suggestions that you have for additional employee development activities. Please write your suggestions in the "Write-In Area 1" on the "General Purpose Data Sheet 1."

47. Please comment on suggestions you have for improving the design and the administration of this questionnaire. Please write your suggestions in the "Write-In Area 2" on the "General Purpose Data Sheet 1."

APPENDIX B

PARADISE VALLEY COMMUNITY COLLEGE

CENTER MEMORANDUM

PARADISE VALLEY COMMUNITY COLLEGE CENTER
MEMORANDUM

Date:

To: (Name of employee)

From: The Employee Development Committee (John Cordova, Marilyn Cristiano, Shirley Green, John Henderson, Ernie Lara, Jerome Baxter, Sue Shuman, Cheryl Kubasch, Karen Watkins, Alexis Thielke, and Loretta Mondragon)

The Employee Development Committee invites you to complete anonymously the enclosed "Evaluation of the Effectiveness of Employee Development Activities at Paradise Valley Community College Center" questionnaire.

All full-time and part-time Governing Board Approved PVCCC employees are being invited to participate in this survey.

The purpose of the questionnaire is to evaluate the effectiveness of PVCCC's employee development activities in helping you achieve the four goals of the Employee Development Program. The results will be used by the Employee Development Committee to better help you to achieve the goals of employee development.

DEADLINE: (DATE)

DIRECTIONS FOR FILLING OUT THE SURVEY:

1. For items 1 through 45, please respond on the enclosed "General Purpose Data Sheet I." Please use a number 2 pencil. If you have not participated in an activity, please leave that item blank.

2. For items 46 and 47, please respond in the "Write-In Area 1" and "write-In Area 2" respectively.

PLEASE RETURN THE SURVEY TO (*Name of Project Director*) THROUGH CAMPUS MAIL BY (DATE)

Thank you for helping the Employee Development Committee to improve the Employee Development Program! *A summary of the findings from this survey will be made available to all employees.*

Sincerely,

(Signature)

John Cordova, Provost

APPENDIX C

GENERAL PURPOSE DATA SHEET I

FORM NUMBER 19543

NAME

ID NUMBER

SPECIAL CODES

A B C D E F G H I J

WRITE-IN AREA 1

WRITE-IN AREA 2

75

GENERAL PURPOSE DATA SHEET I

form no. 19543

SIDE 1

USE NO. 2 PENCIL ONLY

1 Y N A B C D E	11 Y N A B C D E	21 Y N A B C D E	31 Y N A B C D E	41 Y N A B C D E
2 Y N A B C D E	12 Y N A B C D E	22 Y N A B C D E	32 Y N A B C D E	42 Y N A B C D E
3 Y N A B C D E	13 Y N A B C D E	23 Y N A B C D E	33 Y N A B C D E	43 Y N A B C D E
4 Y N A B C D E	14 Y N A B C D E	24 Y N A B C D E	34 Y N A B C D E	44 Y N A B C D E
5 Y N A B C D E	15 Y N A B C D E	25 Y N A B C D E	35 Y N A B C D E	45 Y N A B C D E
6 Y N A B C D E	16 Y N A B C D E	26 Y N A B C D E	36 Y N A B C D E	46 Y N A B C D E
7 Y N A B C D E	17 Y N A B C D E	27 Y N A B C D E	37 Y N A B C D E	47 Y N A B C D E
8 Y N A B C D E	18 Y N A B C D E	28 Y N A B C D E	38 Y N A B C D E	48 Y N A B C D E
9 Y N A B C D E	19 Y N A B C D E	29 Y N A B C D E	39 Y N A B C D E	49 Y N A B C D E
10 Y N A B C D E	20 Y N A B C D E	30 Y N A B C D E	40 Y N A B C D E	50 Y N A B C D E

51 Y N A B C D E	61 Y N A B C D E	71 Y N A B C D E	81 Y N A B C D E	91 Y N A B C D E
52 Y N A B C D E	62 Y N A B C D E	72 Y N A B C D E	82 Y N A B C D E	92 Y N A B C D E
53 Y N A B C D E	63 Y N A B C D E	73 Y N A B C D E	83 Y N A B C D E	93 Y N A B C D E
54 Y N A B C D E	64 Y N A B C D E	74 Y N A B C D E	84 Y N A B C D E	94 Y N A B C D E
55 Y N A B C D E	65 Y N A B C D E	75 Y N A B C D E	85 Y N A B C D E	95 Y N A B C D E
56 Y N A B C D E	66 Y N A B C D E	76 Y N A B C D E	86 Y N A B C D E	96 Y N A B C D E
57 Y N A B C D E	67 Y N A B C D E	77 Y N A B C D E	87 Y N A B C D E	97 Y N A B C D E
58 Y N A B C D E	68 Y N A B C D E	78 Y N A B C D E	88 Y N A B C D E	98 Y N A B C D E
59 Y N A B C D E	69 Y N A B C D E	79 Y N A B C D E	89 Y N A B C D E	99 Y N A B C D E
60 Y N A B C D E	70 Y N A B C D E	80 Y N A B C D E	90 Y N A B C D E	100 Y N A B C D E

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SIDE 2

	Y	N
101	Ⓐ	Ⓑ
102	Ⓐ	Ⓑ
103	Ⓐ	Ⓑ
104	Ⓐ	Ⓑ
105	Ⓐ	Ⓑ
106	Ⓐ	Ⓑ
107	Ⓐ	Ⓑ
108	Ⓐ	Ⓑ
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111	Ⓐ	Ⓑ
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136	Ⓐ	Ⓑ
137	Ⓐ	Ⓑ
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193	Ⓐ	Ⓑ
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196	Ⓐ	Ⓑ
197	Ⓐ	Ⓑ
198	Ⓐ	Ⓑ
199	Ⓐ	Ⓑ
200	Ⓐ	Ⓑ

NATIONAL COMPUTER SYSTEMS

WRITE-IN AREA 3

WRITE-IN AREA 4

APPENDIX D

EMPLOYEE DEVELOPMENT QUESTIONNAIRE OPEN-ENDED COMMENTS

GENERATED FROM ITEM FORTY-SIX FOR THE CRAFTS & M&O,

RFP, MAPT, AND PSA EMPLOYEE GROUPS

EMPLOYEE DEVELOPMENT QUESTIONNAIRE OPEN-ENDED COMMENTS

GENERATED FROM ITEM FORTY-SIX FOR THE CRAFTS & M&O,

RFP, MAPT, AND PSA EMPLOYEE GROUPS

46. Please comment on suggestions that you have for additional employee development activities.

Crafts & M&O

1. Most of the activities this administration likes to refer to as employee development are really recreational activities that would be taking place any way. Potlucks, golf, softball, --this is "Employee Development"?? These types of activities are common to most companies of comparable size. This administration wants us to believe that these activities would not happen here were it not for "Employee Development". What a crock! But these activities make up 90% of the Employment Dev. Program! After all the glitz and hoopla surrounding employee development is over, there is nothing left of the program but litter. This administration is in it because it looks good. And looks is all they care about. Go ahead, Prove me wrong.

2. The most critical employee development activity to achieve is for administration to virtually "practice what they preach" to all employees. At present it seems only an elitist group enjoys the good graces of administration while other groups are treated as expendable, easily replaced cast offs.

RFP

1. More observation of other faculty by faculty in the classroom. Helps one to see the different styles of teaching/compare/and hopefully improve.

2. None.

3. A) "Brain-storm task force" > all employee groups represented on a brain-storm/ trouble-shooting team as an advisory to John. B) What if?/incentive program. C) All campus river-raft/outdoor survival trip. D) Enter "corporate" team challenges. E) Fun committee > Great idea (ask everyone for suggestions & help in planning).

4. I'm drawing a blank . . . I think the committee and college is doing a commendable job now!

5. More social activities--good start so far.

6. Support for employees pursuing Ph.D. degrees i.e. mentor, flexible scheduling of classes.

7. Additional outside speakers.

8. I suspect that the brown bag lunches were (are?) great but they're held when I have class. How about varying the days (or times) when they're held?

9. Bring speakers to campus who address specific instructional issues. Provide release time for faculty who choose to take each others' classes. Our faculty employee/staff development representative should attend the district faculty staff development meetings and report back to the faculty by A1 or by attending division meetings.

10. Eliminate or reduce number of potlucks.

MAPT

1. Some plain old fashion fun social activities--like the fun committee is doing. We also need a good solid forum for intellectual and academic discussions and debates.

PSA

1. The presentation by Bill Hilton's area at the Christmas party was great!! Encourage more of this!--from each area!

2. Have people spend day in other departments to learn other parts of the whole.

3. Do it on a fair and equal basis. Make sure all managers are on the same page. Hold managers responsible for decisions which adversly effect an employees ability to attain goals. Make them justify these decisions or rescind them if they cannot. To put it very simply, practice what you've been preaching for four long years. Lets have some programs that help employees improve more than just their golf swing. With all the hoopla this administration has raised over these past four years, we have a shamefully few number of sucess stories to point to, while at the same time we have a large number of employee development dropouts. Stop deluding and deceiving people about employee development. Either put some integrity into your efforts or leave employee development alone for district to administer.

4. Person or persons assigned to take on the planning, collecting of monies, circulation of cards etc . . . for special personal events such as weddings, births, graduations; like the existing PVCC courtesy fund.

5. It would be helpful to explain things like "Wellness Quests" to new employees--I received them, but didn't understand participation--I thought I didn't qualify since I was new.

6. Maybe more definite information and direction in establishing an IEDP--someone to help with direction, putting it on paper and choosing a mentor-- Also how to approach someone as a mentor.

7. Employees are given a great many opportunities to achieve success in professional and personal development.

8. Provide follow-up activities for those people unable to attend during scheduled times (now that labs are pretty well established--free time for meetings is more available).

9. I'll get back to you on this one.

APPENDIX E

EMPLOYEE DEVELOPMENT QUESTIONNAIRE OPEN-ENDED COMMENTS

GENERATED FROM ITEM FORTY-SEVEN FOR THE CRAFTS & M&O,

RFP, MAPT, AND PSA EMPLOYEE GROUPS

EMPLOYEE DEVELOPMENT QUESTIONNAIRE OPEN-ENDED COMMENTS

GENERATED FROM ITEM FORTY-SEVEN FOR THE CRAFTS & M&O,

RFP, MAPT, AND PSA EMPLOYEE GROUPS

47. Please comment on suggestions that you might have on the design or administration of this questionnaire.

Crafts & M&O

None of the respondents to the questionnaire from the Crafts & M&O employee group responded to item forty-seven.

RFP

1. None.

2. Avoid full fledged meetings (especially prior to 3 day weekend, etc.) on Friday afternoon-- Energy level too low for productive endeavors.

3. Perhaps a brief explanation or review of some of the items . . . to insure we understand the items we are actually evaluating. Eg.--"Employee Reorientation Involves . . . ."

4. How are results going to be useful in this particular format?

5. Partnership program was omitted--could have been included in goals 1 and 2. Questions referred to participation in NCA committees but no mention was made of achievement of goals through reading NCA results.

6. Identify committee members.

7. 1. It makes no sense to try to evaluate speakers and events that took place a year or two ago. People forget the details, also, some of these events had evaluations at the time of the event, which would be more useful than evaluating "them after a long period of time". 2. Many of the events such as soft ball games, etc., were implemented for fun and were not associated with a particular goal of the college. To come back retroactively and associate those activities with specific goals is meaningless.

8. Excellent.

9. Good.

10. Outstanding clarity in wording and design of instrument!

11. It appears adequate in its present form.

12. Well done.

13. Once a year, shorter, allow more general comments.

14. Too vague--hard to decide on some so had to leave blank.

MAPT

1. No survey--talk with employee groups.

PSA

1. Well done and to the point.

2. I was very disappointed that there was not an all employee meeting at the beginning of the Spring 90 semester. I feel that with the NCA team coming this Feb. that this meeting would help with some of the confussion on what to do once they (NCA) arrives.

3. It's nice that you asked!

4. I appreciated seeing the activities listed according to goals--a really effective format.

5. I am new to PVCCC, arriving here mid-September, so I am not familiar with many of the listed activities.

6. The questionnaire was fairly easy to follow--I appreciate the chance to comment beyond filling in the dots. Well done!

7. Well done.

8. How about positives: Lunch time socializing: Excellent S&M Division comaraderie: Excellent people in other areas: Very helpful when problems arise.

9. I think it's fine as is, and is a really good idea.

10. The design of this questionaire totally excluded the every day stuff that affects employee development. While this campus with all of its intentions of becoming the best has put on the appearance of "all is well", that are some serious problems with regard to morale, respect and worth of each contributing member of this institution. Granted the primary emphasis of this survey is on the "activities" of employee development and there will be some good feedback, but it really doesn't touch on how well employee development is happening here at PVCC. Here are a few statements that reflect alot of negative stuff that has contributed to my lack of employee development. a. I have been told to take risks yet when I do . . . If I have a failure I get chewed

out. If I have success I get nothing. So why bother? b. When someone causes me to be angry and I express my anger I am labeled as just being emotional and I am told to apologize for the way I feel. c. I am not allowed to control my own work flow or to make decisions even though I have much experience. d. I am constantly told to "pilot" projects that in my former days at another job were routine. It seems as though we do not promote from within at PVCCC. f. When staff expansion became necessary I was not consulted as to what I felt was needed to effectively run my area. These statements have absolutely nothing to do with the "activities" of employee development, but I feel they have alot to say about the condition of our employee development philosophy. So maybe what we need is another survey that looks closer and more specifically at how well the environment, supervisors, administrators supports and facilitate employee development. Thank you for listening.

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